

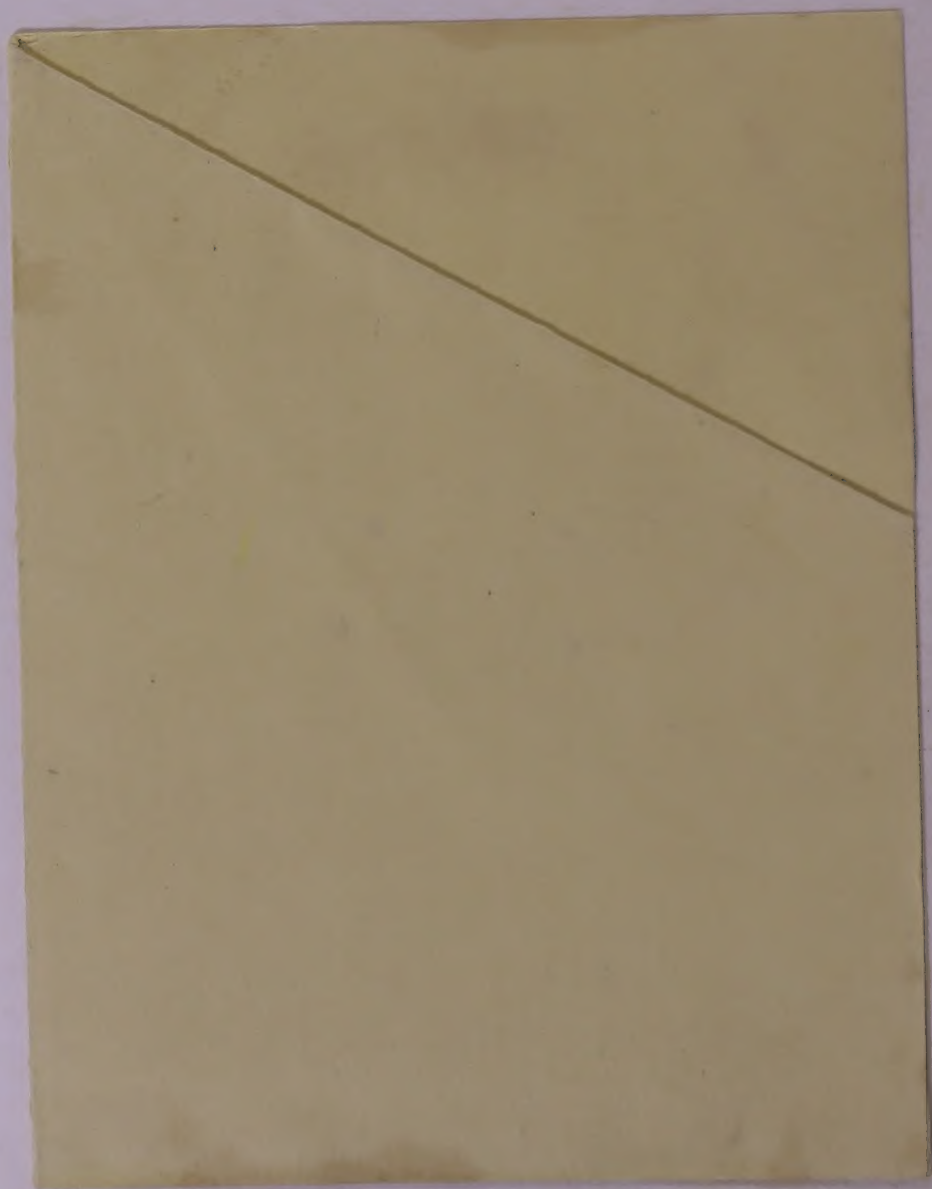
CHILDHOOD DISABILITY INFORMATION KIT

HEARING & SPEECH



UNICEF
Kathmandu, Nepal

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SPEECH AND HEARING

A booklet about ways to prevent, identify and rehabilitate speech and hearing impairments among children.

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The content of this booklet has been adapted from the Draft Version of the **WHO** Manual. "Training the Disabled in the Community" and the "Childhood Disability: Prevention and Rehabilitation at the Community Level" manual produced by the Rehabilitation International/UNICEF Technical Support Program.

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SPEECH AND HEARING

1. The purpose of this course is to provide students with a comprehensive understanding of the human speech and hearing process, including the anatomy and physiology of the vocal tract and the auditory system.

2. The course is designed for students who are interested in the field of speech and hearing, and who are seeking a career in this area.

3. The course is divided into two main sections: the first section covers the anatomy and physiology of the vocal tract, and the second section covers the anatomy and physiology of the auditory system.

4. The course is taught by a faculty member who is an expert in the field of speech and hearing, and who has extensive experience in teaching this course.

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5. The course is a required course for students who are seeking a degree in the field of speech and hearing, and who are planning to pursue a career in this area.

HEARING AND SPEECH

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PREVENTION OF HEARING IMPAIRMENTS

- Prevent or treat common colds and ear infections immediately.
- Take drugs only with medical prescriptions especially during the first months of pregnancy.
- Immunize girls of child bearing age against rubella and avoid exposures to infectious diseases especially when pregnant.
- Have a regular check-up when pregnant, if possible.
- Have baby delivered by a physician, nurse or trained midwife, if possible.
- Immunize the child against infectious diseases like measles, mumps and viral infections.
- Isolate the child with infectious diseases.
- Caution children against dangerous places where they may fall.
- Never put objects especially pointed objects in ears.
- Use ear plugs when near noisy surroundings.

IDENTIFYING CHILDREN WITH HEARING DIFFICULTIES

0-3 months :

- Newborn is not startled in response to a loud clap within 3 feet.

3-6 months :

- Baby does not search for source of sound with eyes.
- Baby does not respond to cooing and babbling of parents.

6 - 10 months :

- Baby does not respond to name, bell ringing, or to someone's voice.
- Baby does not understand simple phrases as "no-no" or "bye-bye".

10-15 months :

- Child cannot point to familiar objects or people.
- Child does not imitate simple sounds and words.
- Child does not respond to "no-no" or name unless he sees the speaker.
- Child shows no interest in radio.

15-18 months :

- Child does not follow simple directions.
- First words of a child such as "bye-bye", "no-no", "go-go", etc. are not developing.

18 months to 3½ years :

- No noticeable increase in toddler's vocabulary.
- Child uses gestures almost exclusively to establish needs and desires as opposed to speaking.
- Child watches parents' faces intently when they are speaking.
- Child does not enjoy listening to stories.
- Child has history of earaches or ear infections.
- Child appears disobedient.

3½ years to 5 years :

- Child cannot locate source of sound.
- Child cannot understand and use simple words such as "go", "me", "in", "big", etc.

- Child cannot give connected account of some recent experience.
- Child cannot carry out two simple directions in a row.
- Child cannot carry on a simple conversation.
- Child's speech is difficult to understand.

School age child

- Has trouble paying attention .
- Does not answer when called .
- Gets confused about directions or does not understand them at all .
- Frequently gives the wrong answer to questions .
- Not doing well in school, appears slow .
- Confused expression when directions or questions are being given .
- Poor speech, substitutes sounds, omits sounds or has poor voice quality
- Avoids people, plays alone, seems resentful or annoyed .
- Gets tired early in the day, seems restless or strained .
- Turns one side of his head towards sound, indicating hearing loss in one ear .
- Frequent colds, earaches .

For Children Under 5 Years

Let the child sit on the mother's lap or put the child on the floor in a sitting position. Hold something interesting in front of the child and ask the child to look at it. Go behind the child and bend down so that your hands are about 5 cm above the back of the head of the child. Your hands should not be seen by the child. Now ask another person to watch the eyes of the child. Clap your hands loudly above the head of the child, making sure that there are no distracting noises nearby.

If the child can hear, she will blink just after you have clapped your hands or turn her head to look at you.

Repeat three times to make sure.

Try the test using different sounds such as a bell or drum. If the child does not blink, or turn she probably has difficulty with hearing.



For Children Above 5 and Adults

You can use the same technique as above, or you can also use the counting test. Ask the child to sit down and sit down yourself about 3 metres in front of the child. Tell the child that you are going to say a few numbers like 'four', 'one', 'eight' and that you want him to repeat them or hold the same number of fingers up. Then you should cover your mouth with your hands and say four different numbers.

Then ask the child to repeat them or hold the fingers up. If he can do so correctly, there are no hearing problems. If the child is unable to repeat what you say, you should speak loudly. If the child is still unable to hear you speak loudly at 3 metres then the child has difficulty with hearing. You could do the test for children under 6 to make sure.



TRAINING THE CHILD WITH HEARING DIFFICULTIES.

Severe hearing losses, especially in young children, will greatly affect language development. If you cannot hear language, it is extremely difficult to learn it. Children who develop hearing losses before learning speech, will need much special help learning language. A child who has learned to speak, and then suffers a hearing loss has a better chance for hearing verbal language, but he will still need some special help.

There are many techniques to help hearing impaired children learn language :

You should start developing the baby's language from the time that he is a few weeks old. You could do this by communicating with the baby whether or not he responds to you.

Speak to the child whether he responds to you or not. Use words, songs, and movements for everything that you do when you are with or near the child.

For example, you can talk about what you are doing with the child - feeding, washing, playing, etc.



NOTE : WHEREVER A BUBBLE IS DRAWN IT INDICATES A PERSON SPEAKING.

You can also talk about what other people are doing - such as "sister is playing outside", or "father is mending the roof" or "mother is washing clothes."



Another way of communicating with the child is to ask the child questions and answer them yourself. For example, you can ask "Are you hungry?" Then answer "Yes, you are hungry. I will give you milk".



Later on, when the child develops hearing and speech, train the child to communicate in places where other people are talking at the same time and where there are other noises around.

In these ways you can involve the child in communication. Make sure that the child can see you and hear you. The light should fall on your face so that the child can see you more clearly.

Children who have only a little hearing must use it to develop it.

If the child you are training has only a little hearing, you should see that there are no noises around you.

Call the child by his name before speaking to the child so that he will know that you are talking to him. Wait until the child is looking at you before you speak. If the child does not look at you, put a finger gently on his chin and guide the child to look at you.

Use simple, familiar words and short sentences, e.g., "come, eat". "let us walk".

You should not use 'baby talk' because then the child will understand only those who use the same baby talk with him.



When you speak normally, have you noticed that you use movements of parts of your body to make what you say clearer to the person who is listening? For example, you may shake your head in various ways when you say "yes" or "no", you may use your hands to show the size of things, etc.

The look on your face also changes with what you say. You can show sorrow, happiness, surprise and many other feelings on your face.

You can use these movements of your body and expression of your face, which is called body language, to help the child communicate. Use these movements and expressions as often as possible whenever you are with the child. The child will then learn what these movements and expressions mean.



When using body language though, never stop talking to the child. It is always important to stimulate the child's speech.

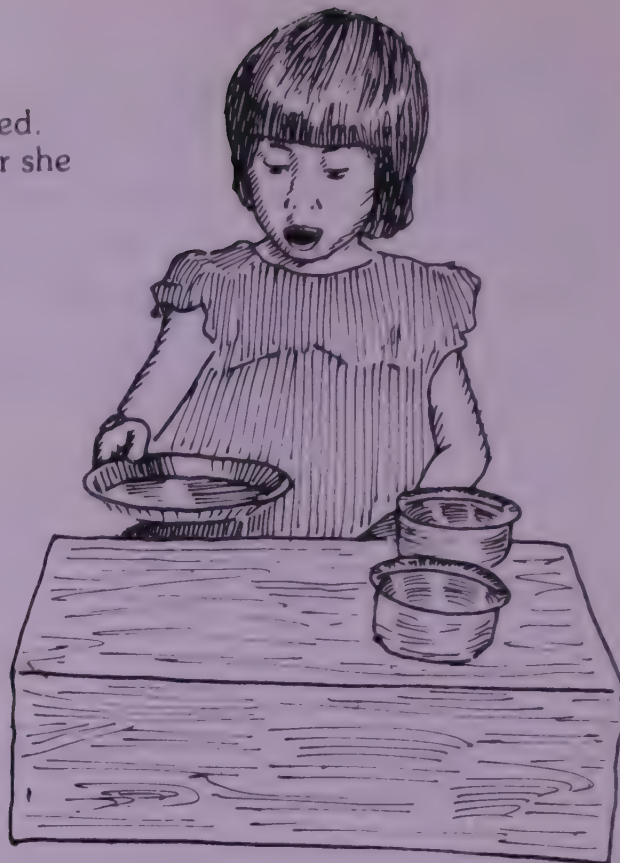
You should find out if the child understands what you say to him by getting the child to respond to you.

The child may respond in different ways : by doing what you want, by talking, or by pointing to things.

The child may respond by making sounds which are not proper words. To begin with encourage the child to make any sounds that he can. Later on you should help the child to make new words with sounds.



When the child does or says something well or learns to say new words, you should show her that you are pleased. The child will want to please you and so will repeat whatever she has done well or learned.



Teach the child to speak when she/he is doing something.

The child could describe what she/he is doing, or wants to do, or what other people are doing.



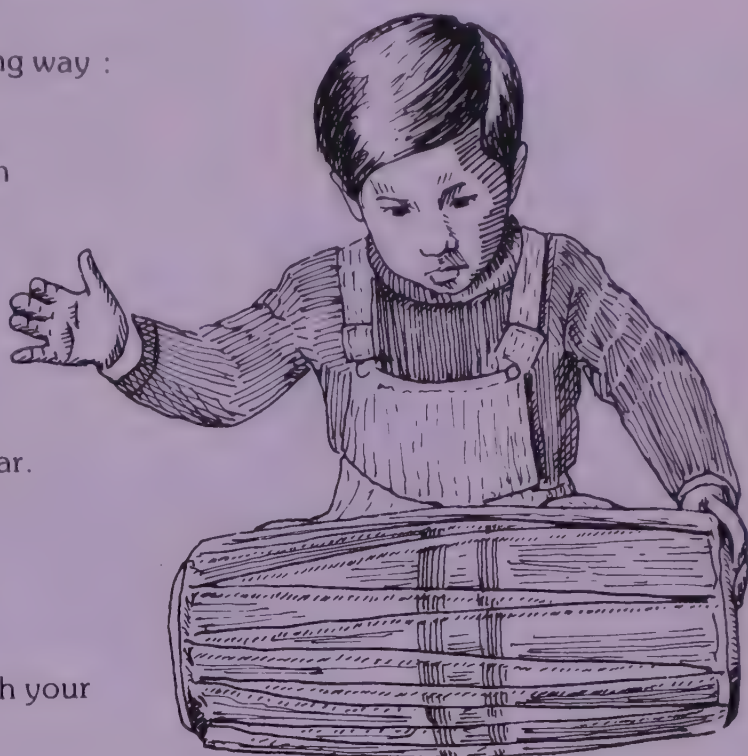
You could also speak close to the child's ear if you find it helps him.

Listening is more than just hearing. It means attaching meaning to sounds. Usually the child's hearing ability cannot be changed. However, the child can be taught good listening habits. Auditory training helps the child to learn to listen better by using whatever hearing he has. This training is important for all hearing impaired children. Auditory training starts with teaching awareness of sound (when it is present and when it is not). Then the child learns to discriminate gross sounds such as a drum, bell, etc. Later he discriminates finer sounds. Finally he discriminates speech sounds.

You should train the child's hearing in the following way :

Train the child to listen to different sounds that you make - clapping hands, music, banging a pan and lid together, stamping feet, imitating animal sounds etc. Then get the child to make these sounds himself.

It may be that the child you are training is able to hear only certain sounds and not others. Then you should train the child to develop his hearing using whatever sounds that he can hear.



Some sounds are easier to make than others. For example, "m" is an easy sound to make.

You can make it by holding your lips together with your thumb and forefinger.

This is also an easy sound to teach the child to make because he can see what you are doing when you make the sound. So it is easier for the child to imitate you.



If the child needs help to make the sound, you can hold his lips together for him to make the sound.

When choosing a sound to teach the child you should first choose sounds that are easy for the child to see you making.

For English, the following are usually easier sounds to teach the child : "ah", "ay", "ee", "aw", "oo", "ie", "m", "p", "b", "t", and "d". Other languages have different basic sounds.

Next, teach the child words using these sounds. You should do this in small steps like this :

For example, to teach the child to say the word “ma”, first teach the child to say “m” imitating you in this way : hold the lips together with the fingers. - then make a sound “m” while holding the lips together.
- then take the fingers away and make the sound “m”.

Now teach the child to say “ah”, - by having him imitate you opening your mouth wide without making any sounds.
- then have him imitate you making the sound “ah”.

Next have him imitate “m”, “ah”, “m”-“ah”, “ma”.



Later you should teach the child to make more sounds like the following : “k”, “g”, “h”, “l”, “f”, “v”, “w”, “j”, “s”, “n”, “r”, “z”. Then teach the child words using these sounds.
You could also teach the child to make sounds by feeling the air that he blows out of the mouth and nose.

Teach the child to blow air out of the mouth in different ways. The child should place his hand in front of the mouth to feel the movement of the air coming out of it. Then teach the child to imitate you making sounds while blowing the air out of the mouth, and to feel the movement of the air as before.

Next, teach the child to make sounds like “ha”, “he”, “ho”, “m”, “p”, “b” and “f” in this way.



In the same way you could teach the child to feel the movement of the air that he blows out of the nose with the mouth closed. Using this, you could teach sounds like “n” and “l”.
Using these ways, you could begin to teach the child words.
You should first teach the child to know one word at a time.

This is an example of how you could teach the child to know what his nose is.

First teach the child to make sounds “n”, “o”, “s” and put these together to say “nose”.

Sit so the child can see you.

Speak to the child saying his name each time as you address him. “Touch your nose”.

Show the child. You touch his nose. Tell the child again “touch your nose” and while you are doing this, take his hand in yours and guide him to touch the nose.

See that the child says the word “nose” as he touches it.

When the child does this show the child that you are pleased, and that he has done well.



As the child begins to know what the nose is, gradually give him less help in guiding and showing.

Repeat this until the child will respond to you by touching the nose and saying “nose” when you say “touch your nose”.

As young children learn that sounds are useful, they also learn to make new sounds. They learn mostly by watching, listening and trying to imitate those around them. So you and others who are with the child should speak clearly, using also the expression of the face, or movement of the body and hands. etc. Then the child should watch, listen and imitate you and the others. This way he will learn new sounds and words.

Vibrations that are made when we speak can be made use of to help children who have difficulty with hearing. Vibrations can also be used to improve the speech of children who have difficulty with speaking.

Teach the child in the following way about vibrations that sounds make.

Place the child's hands on your nose, cheeks, forehead, throat the chest in turn while you speak. Let the child feel with his hands the movement that happens while you speak, and feel the vibrations that the sound makes.

Now place the child's hands on his own body at these places in turn. Teach him to make sounds and say words and feel with the hands the movement that happens, and feel the vibrations that the sounds make.

In this way you can teach children who have difficulty with hearing to feel the vibrations that sounds make, to understand language.

At the back of this booklet there is section on “Helping a Child to Speak”. (see page **26**)

LIP READING

Lipreading is the act of understanding spoken language by watching the mouth and face movements of a speaker. Children with moderate to profound hearing loss, depend a great deal on lipreading to understand the spoken word.

You can start teaching the child lip reading when he is over 3 years old. Sit in front of the child ; show the child an object, for example, a ball, and say the word “ball”, making the movements of your lips very clear by speaking slowly. Let the child feel the movements of your lips with his fingers and watch the expression of your face. Repeat the same word many times and let the child feel your lips, and watch your face.



Speak in short and simple but whole sentences. Do not use baby talk. If he is only exposed to broken sentences, that is all he will learn. The goal is to teach him normal language.

Speak naturally. Use your normal voice at moderate rate of speed. Exaggerating your words or speaking more slowly than usual will only confuse the child. Lip reading is based on good normal speech.



Try to face the light when you speak to a child with a hearing problem. If the light is in his eyes, he will have trouble seeing your lips.

Get the child's attention before talking to him.

Do not try to smile and talk at the same time. Chewing gum, smoking, or eating while you are talking will distort your mouth.

Show interest in what you are talking about so that the child will also be interested. Your expression gives him a lot of information.

If the child does not seem to understand, rephrase your sentence.

Avoid "ah's", "mm's" and "er's" and coughs. These are confusing to a lipreader.

Close your mouth before you talk.

Start by teaching the child one word at a time. Use things of interest to the child like pets or favorite toys.

It may sometimes be that children who have difficulty with hearing and/or speech are irritable, or cannot concentrate on any one thing for a long time. ▸

When you are developing the children's communication, you should at the same time help the child to listen and to think about what he is doing and about what other people are doing.

You can do this by telling the child news and happenings which will interest him.



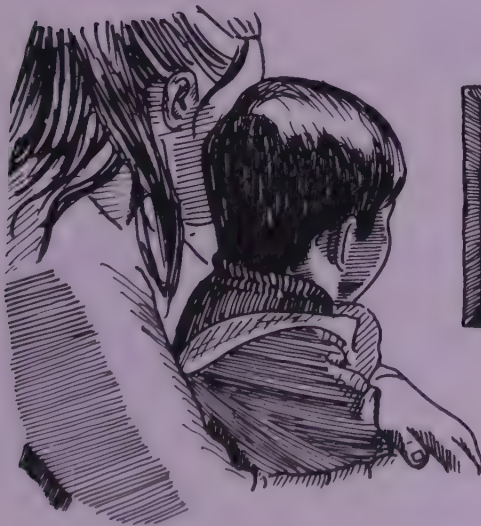
When you speak to the child, make the movements of your lips very clear by speaking slowly so that the child learns to read what you are saying by watching your lips.

You should teach the child to do lip reading in the following way:

Sit with the child in front of a mirror.

Show the child that you want him to watch yourself in the mirror.

Say simple messages making the movements of your lips very clear, then get the child to imitate you. Correct any mistakes the child may make.



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A child cannot look at you and an object at the same time. Give him time to look at you and an object and then at you.

Lipreading is very tiring and requires a lot of concentration. Watch for signs of fatigue and give the child breaks between lipreading activities.

Give visual clues to what you are saying. Touch the object you are talking about. Let your face show what you are feeling. In this way you can teach the child to understand by the movement of the lips and the expression of the face, the names of people and familiar things like family members and friends, parts of the body, clothes, food, etc. This will take a long time, many weeks and months.

Some children may have difficulty in speaking the words clearly and you must learn to understand what the child says by reading the lips.

DRAWING, WRITING AND READING

It is important to teach the child to draw, write, and read from a very early age.



You can start encouraging the child to draw at about 2 years of age. The child can draw on the sand, or with charcoal, or pencils on paper. Let the child draw what he likes to.

When the child is over 3 years old, start teaching the child to write simple letters and words. It is also time for the child to start drawing familiar objects.



The child could use drawing, mud or clay modelling and writing to express himself and you could write messages which the child can read and understand.

PICTURE LANGUAGE

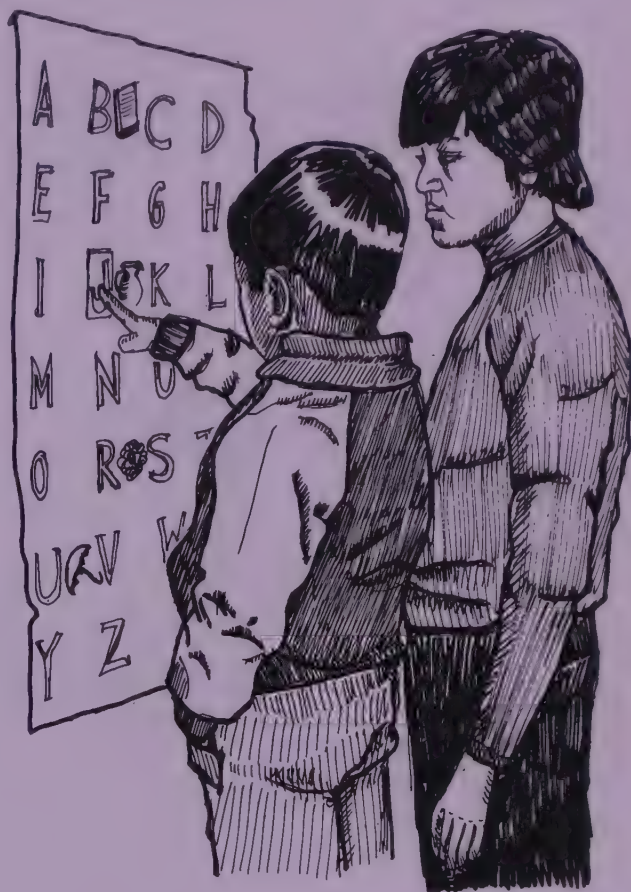
If the child you are training has not learned to communicate using the ways described before, he may be able to do so using picture language.

Teach the child to use picture language in the following way: When you are going to do a certain activity with the child, such as feeding, dressing, bathing, etc., show the child the picture of the activity.

Repeat this many times.

Then ask the child to choose the picture of the activity that he wants to do.

If the child is able to read but cannot speak, you could teach him to point to words and pictures.



The child will learn better if you show him that you are pleased each time he does something well or learns a new word.

SIGN LANGUAGE

It is also possible to communicate by using signs to show what the words mean.

The same sign language must be used by your whole community so that all the persons in your community who have problems with communication can be understood, and all these children can understand the language used by the community.

Sign language should be used together with other types of language such as speech, body language, lip reading, etc.

Teach the child to use sign language in the following way: Sit with the child ; show the child an object, for example, a book ; show the sign meaning book with you hands ; and say the word “book” at the same time.



Repeat this many times. Then make the child imitate you until he can use the sign to tell you when he wants a book. Next you should teach the child to make sentences using sign language together with other types of language.



THE ONE-HAND MANUAL ALPHABET



A



B



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D



E



F



G



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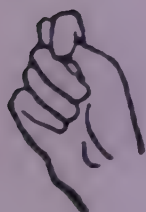
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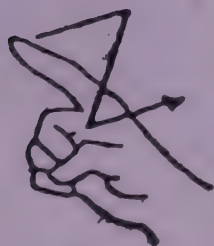
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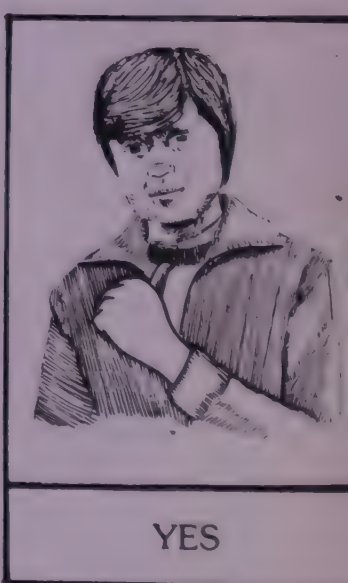
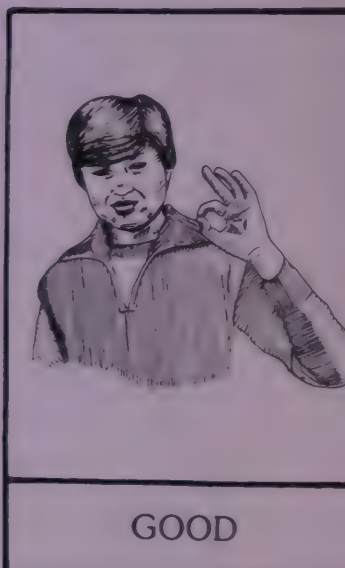
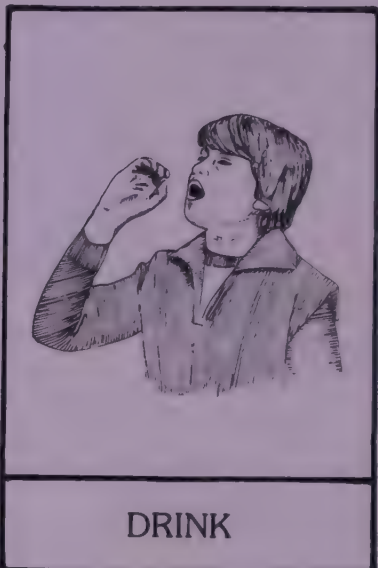
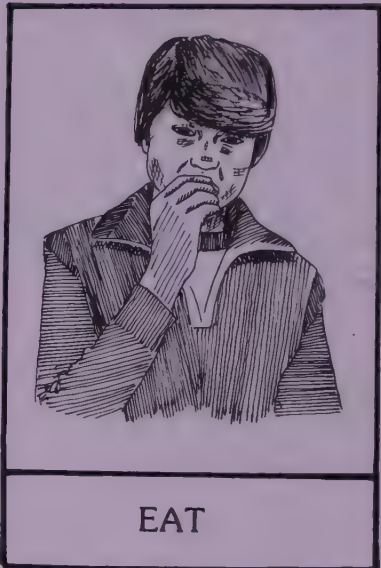


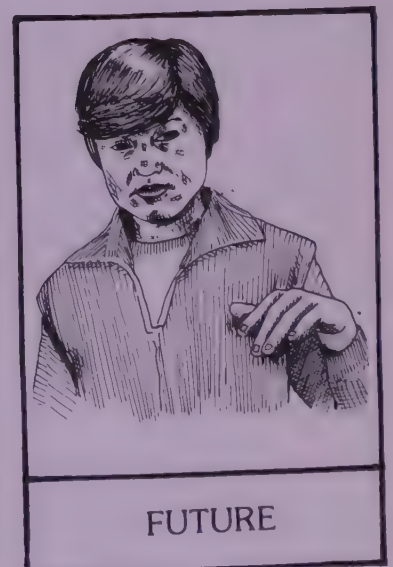
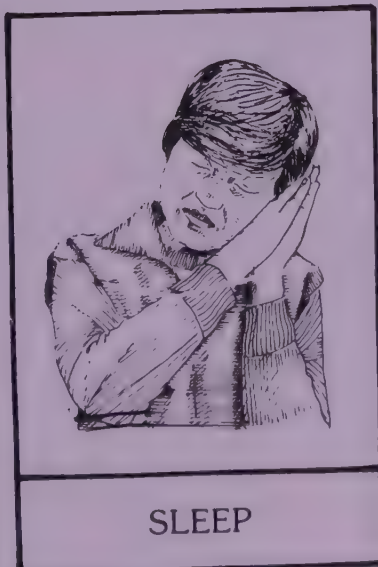
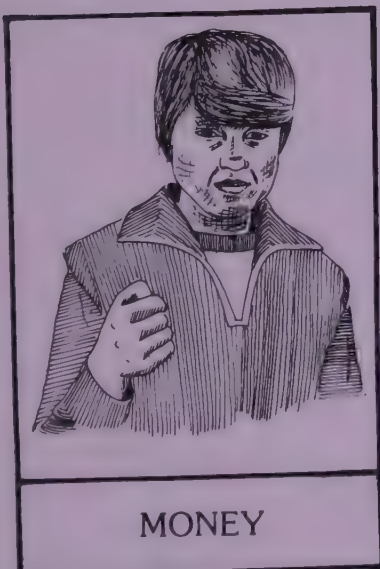
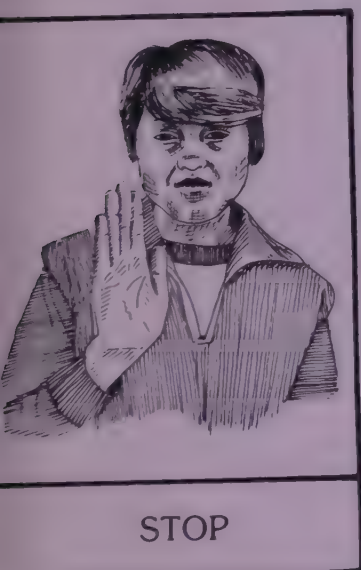
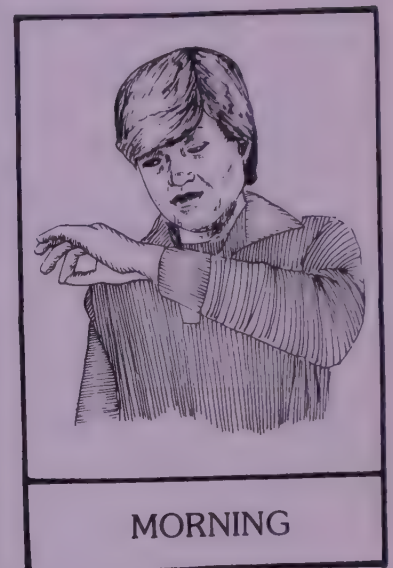
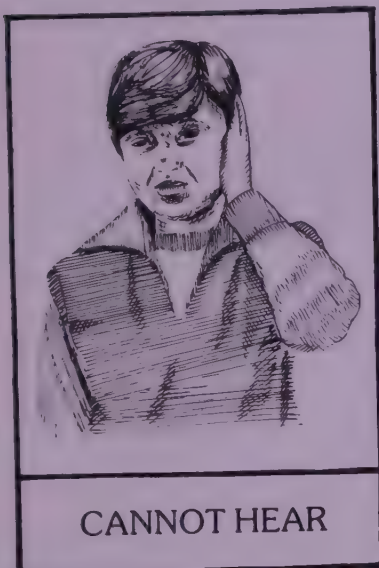
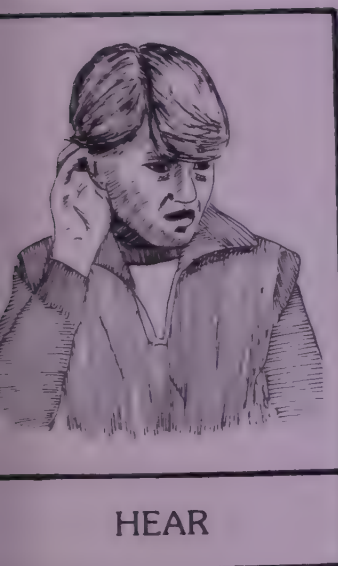
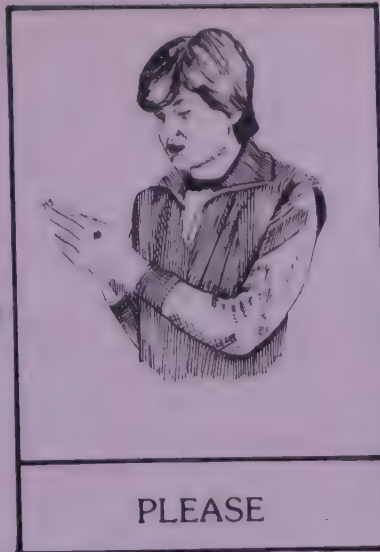
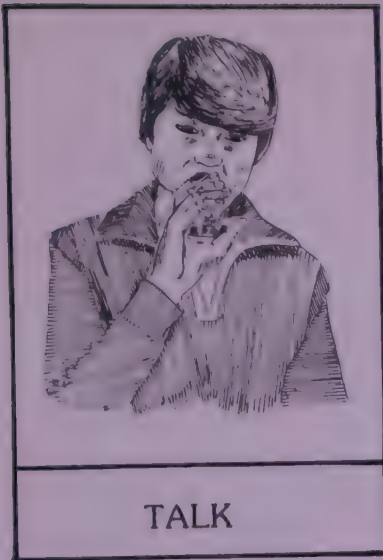
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SOME SUGGESTIONS FOR COMMUNICATING WITH SIGNS....





SPEECH

SPEECH IMPAIRMENTS CHARACTERISTIC SIGNS TO WATCH FOR :

- Infant is unnaturally silent ; cry is faint and weak.
- Absence of babbling (repetition of sounds) by 10 months.
- Child does not talk by age 2.
- After 3, child's speech is still very difficult to understand.
- Child omits endings of words.
- After age 5, child uses poor sentence structure (telegraphic sentence).

TYPES OF SPEECH & LANGUAGE PROBLEMS :

Trouble in expressing ideas verbally:

- They may not know many words or put words together in wrong order.

Problems in speaking clearly:

- Cannot clearly pronounce sounds, which are the smallest parts of speech like “sss”, “mmm”.

Voice Problems :

- Child has trouble producing speech sounds with correct pitch, loudness and quality. Voice might be too high, too low, monotone, too loud or too soft or have qualities that are distracting or unpleasant.

Stuttering: :

- Child pauses frequently when speaking ; repeats sounds rapidly ; makes unintelligibly sounds, words and phrases ; and/or holds onto particular sound without articulating a word.

Incorrect understanding of spoken words.

Poor voice quality - too loud, too soft, too harsh, breathy or nasal-sounding.

Child has difficulties in :

- Understanding what he hears.
- Following directions.
- Discussing objects, actions or needs.

STIMULATION EXERCISES

During the time you are with the child, you should talk to him because this will encourage the child to make sounds which are the beginning of speech. There may be times when the child does not respond to you, but it is very important that you go on talking naturally to the child to encourage him to make sounds.

Children need to talk with (and not just listen to) adults to improve their language skills.

When the child starts making sounds and he does this when only a few months old--show him that you are pleased.

Since the child will like to see you happy, he will repeat the sound and try to make new ones.



Positive personal interaction at home is essential for the child's progress.

In social interaction and conversation with the child, take turns and make definite stops and starts in dialogue.

Teach the child to get to know the world around him by showing and pointing to things and saying the words at the same time. Simple rhymes and songs could also be used to teach the child to know different people, animals, birds, trees, etc.



You can also get the child to know his body in this way. Point to different parts of the body, say the name of the part, and get the child to imitate you.



Encourage the child to talk and say what he wants to
Teach him how to make new sentences by asking the child to repeat what you say.

Keep the demand for speech and repetition to a minimum. Instead, provide frequent opportunities for the child to speak.
Try to avoid continually correcting the child's speech and keep speech correction to one part of the day.



During the day, better speech can be taught by using the child's incorrectly pronounced words in clear and correct sentences.

HELPING THE CHILD TO SPEAK

If the child you are training has difficulty with speech, use the vibrations to help the child to correct any words that he may not be saying correctly. Get the child to repeat them often feeling the difference in the vibrations made by you and by himself.

Then get the child to place his fingers on his own mouth and imitate the movement of your lips and the sounds you made.



You can teach the child sounds and words in this way too.
Let the child also feel the movement of your lips with his fingers when you are talking to him.

Below are other activities that you should teach the child to do to improve his speech.

Blow in the water.



Blow soap bubbles.



Blow pieces of paper across the floor.
Feathers and leaves could also be used for this.



Cough, Yawn, Open mouth wide,



Make shapes with the lips. Grin (as if saying "ee")

Press lips together (as if saying “mm”).



Stick tongue out.
Point tongue to nose.
Point tongue to cheek.



Move tongue from corner to corner of mouth.
Touch tip of tongue to ridge of gum behind top teeth (as if saying “t”).



You should also give the child food to chew and suck.

A child who cannot speak or speaks only a little,
can and should learn to know and name the parts of
his world.



So you should teach the child names of people, his
own body parts, common objects, food, etc.

Start with a few words and slowly teach new
words to build the child's vocabulary.

LIST OF WORDS THAT YOU TEACH THE CHILD (EARLY)

- Body: head, mouth, nose, ear, eye, arm, leg, hand, foot, hair, stomach, fingers, toes.
- Family: mother, father, child's own name, brothers' and sisters' names, grandmother, grandfather, uncle, aunt.
- Feelings: yes, no, hungry, thirsty, happy, sad, tired.

Colours: green, red, yellow, blue.

Verbs: come/go, walk/run, take/give, drink/eat, look/listen/speak, sleep/wake up, laugh/cry, cough, wash.

Clothing: dress, blouse, skirt, trousers, shirt, shoes coat.

Objects: pot, comb, spoon, house, tree

Next teach the child to say short sentences using simple, familiar words.

Always use the same word to identify a particular object or person.

Very often those children who only speak a little are also spoken to only little in return.

If the child you are training speaks only a little, then you should talk to him even more than you do to other children. For the child to develop language, he should hear a lot of language spoken.

For the child who stutters, encourage the child to prolong the first syllable of a word, especially after a full stop. Talking in a string, speaking slowly and connecting words often helps a child who tends to stutter.

Tell the child stories. When the stories are known to the child, you should get the child to tell some parts of the story himself. You could also ask the child questions about the stories and help him to give you the replies.

You could also play games with the child using words. For example, the game called "Simon says".

This is a game which can be played with other members of the family, children or adults.

One person is "Simon" and gives instructions, such as : - "Simon says touch your foot"

- "Simon says sit down"

The others should follow "Simon's" instructions.



Children enjoy playing to music. Let them sing and dance. Clapping their hands and moving to the rhythm of the music.

It may sometimes be that children who have difficulty with hearing and/or speech are irritable, or cannot concentrate on any one thing for a long time.

They may also not listen carefully to what is being said because they are unable to respond.

When you are developing the child's language, you should at the same time help the child to listen and to think about what he is doing and about what other people are doing.

You can do this by telling the child stories and happenings which will interest him.

Encourage the child to ask questions from people that he meets, and see that the child is given answers to these questions.



As the child develops language you should teach him new words. Below is a list of some words that you might teach the child.

LIST OF MORE WORDS THAT YOU MIGHT TEACH THE CHILD

Numbers : 1 - 100

Colours : white, black, brown, grey, orange, purple.

Clothing : dress, blouse, skirt, trousers, shirt, shoes, coat

Animals : dog, cat, horse, bird, sheep, cow, goat, fish, elephant, lion, monkey, snake, mouse, duck, chicken, pig.

Common

Objects : house, door, floor, window, table, chair, bed , tree, flower, fruit , path, latrine, village, lake, river, soap, fire, candle, sun, star, moon.

Vehicles : bus, boat, train, trolley, truck, bicycle, car

Verbs : jump, climb, clap, dance.

catch/throw, talk/hear, stop/go/ready, look/see, say/tell, give/take/put, like/love/
want, write/draw/read, cut, make, dig, cook,

Comparisons : go away/come here, up/down, close/open, sit down/stand up, big/little, hot/cold,
please/thank you, yes/no, hello/goodbye, girl/boy, mine/yours, in/on/under,
clean/dirty, quick/slow, inside/outside, here/there, me/you, long/short/tall, sweet/
sour/spicy, right/wrong, dress/undress, put on/take off, good/bad, work/rest, dark/
light, soft/loud, soft/hard, give/take/have.

Time : today, tomorrow, yesterday .

morning, afternoon, evening, night, day ,

sunrise, sunset.

now, before, later, "a long time ago".

Peoples'

names : at home, in neighbourhood, school, work place, shops, village.

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